



## Pupil Premium Strategic Plan 2018-19

TSIS Pupil Premium Income: £86,350

TSIS Pupil Premium numbers September: 101

HPJS Pupil Premium Income: £163,680

HPJS Pupil Premium numbers September: 169



### Our federated approach to ensuring high quality Pupil Premium Provision:

Whole School Ethos: High aspiration for all pupils, despite their starting points or any barriers they may need to overcome.

We believe that all pupils should achieve their potential and are able to overcome barriers to make accelerated progress from their entry points. This is achieved through high quality provision, with personalised offers which identify specific actions, which will enable the individual to succeed. All members of staff have a growth mind-set approach which enables this.

Teaching & Learning: High quality teaching for all & personalised provision which meets individual needs.

We believe that quality first teaching which meets consistently high standards is critical to ensure the best progress for our pupils. This is achieved through consistency & teamwork; the highest expectations for quality first teaching; monitoring which impacts on standards of teaching & learning and specific feedback and support. We also believe that disadvantaged pupils need bespoke, personalised individual offers, which meet the pupils' needs, fill any gaps and are delivered in a timely, focused manner.

Provide Pastoral Support for Pupil Premium families to reduce barriers to academic success. Provide

a range of high quality pastoral support which improves pupil well-being. All staff contribute towards proving an environment which enables pupils to feel safe and happy. Specific pastoral care and Early Help support, for both children and families, will enable pupils to help overcome barriers to achieving higher wellbeing which then leads to improved academic success.

Raise aspiration through enrichment to inspire pupils to raise their academic success.

Provide a range of opportunities which enable pupils to develop their skills and widen their experiences which helps raise their aspirations.

We believe that children should experience a range of events, experiences and have the opportunities to develop a range of skills. These opportunities will help develop skills for life and widen pupil's aspirations.



# Hamworthy Park Junior School



Year Group	Total pupils	Number eligible for Pupil Premium Grant	Pupil Premium Grant	Recent PP Review	Next PP Review
3	120	27	£163,680	Oct 2018	Jan 2019
4	119	33			
5	112	29			
6	112	32			

**Strategy Key:**

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|---|--|
| <span style="display: inline-block; width: 20px; height: 20px; background-color: #ADD8E6; border: 1px solid black; margin-right: 5px;"></span> Whole School Ethos | <span style="display: inline-block; width: 20px; height: 20px; background-color: #FFD700; border: 1px solid black; margin-right: 5px;"></span> Teaching & Learning |
| <span style="display: inline-block; width: 20px; height: 20px; background-color: #DDA0DD; border: 1px solid black; margin-right: 5px;"></span> Pastoral Support   | <span style="display: inline-block; width: 20px; height: 20px; background-color: #FFA07A; border: 1px solid black; margin-right: 5px;"></span> Aspiration          |

	Barriers & Strategies	Actions	Desired Outcome	Monitoring	Staff Responsible	Evaluation
<b>CORE VALUES</b>  Resilient Resourceful Reflective Respectful Responsible	<ul style="list-style-type: none"> <li>Confidence</li> <li>Self-esteem</li> <li>Organisation</li> <li>Social skills</li> <li>Problem solving skills</li> <li>Behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>Federation to launch new Core Values – Resilient, Resourceful, Reflective, Respectful &amp; Responsible.</li> <li>Core Values to be embedded in all aspects of the curriculum</li> <li>Class Charters/posters to be redesigned to reflect New Core Values</li> <li>Reward system to be adapted to reflect New Core Values</li> <li>Assembly programme to address each Core Value in turn</li> <li>Core Values language to be regularly modelled</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders – children, staff, parents &amp; governors will understand the meaning of each individual Core Value</li> <li>All stakeholders – children, staff, parents &amp; governors are aware of their role and responsibility in promoting Core Values, in order for the school to sustain an ethos which promotes quality teaching and learning</li> <li>Core Values will be clearly promoted in the school environment</li> <li>Federated vision to be shared on school website in September</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder questionnaires to monitor the school's efficiency</li> </ul>	All stakeholders	MLT and SLT to follow up positive learning behaviours and report these to stakeholders

	Barriers & Strategies	Actions	Desired Outcome	Monitoring	Staff Responsible	Evaluation
<p><b>READING</b></p> <p>To increase the proportion of pupils who gain a positive progress score</p>	<ul style="list-style-type: none"> <li>Low reading age – Salford Reading test to monitor progress</li> <li>Phonics</li> <li>Speech &amp; language</li> <li>Vocabulary</li> <li>Gaps in learning</li> <li>Confidence</li> <li>Engagement at home</li> </ul>	<ul style="list-style-type: none"> <li>Quality First Teaching, using a new colour coded reading skills system in lessons</li> <li>Y6 to set for English lessons</li> <li>Revised English planning to include ‘skills mapping’ to ensure texts are appropriately utilised</li> <li>Skills Planning to continue to focus on comprehension skills</li> <li>Scaffolded activities – including: SEND &amp; GD</li> <li>Additional teachers deployed to complete interventions e.g. First News &amp; ‘mop-up’ activities</li> <li>Pets as Therapy additional reading session</li> <li>PP children given opportunities to purchase books at Book Fairs and/or Waterstones and comics and annuals at key points throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are confident with the assessment of reading and are using it to inform planning</li> <li>Planning and delivery of lessons focus on children’s starting points and urgency &amp; depth</li> <li>All PP children will attain desired outcomes at the end of KS2 based on their starting points: KS1 Y3 Y4 73.5% Y5 75.9% Y6 87.5% 2c+</li> <li>PP ‘drop off’ children are back in line with starting points</li> <li>High engagement of all PP children through active learning (VAK)</li> </ul>	<ul style="list-style-type: none"> <li>SLT to monitor teaching and learning</li> <li>PP ‘drop off’ children will be identified across the school</li> <li>PP champions to monitor progress regularly (book looks, learning walks and continued use of Case Studies)</li> <li>The impact of PP offers/ interventions will be monitored to ensure it meets individual needs</li> <li>PP Champions to work alongside SENCo to review progress of children who are PP and SEND</li> <li>Spending review in place to identify which interventions have the most impact</li> <li>Development of Year Leader Action Plans to review data against teaching and learning</li> </ul>	<p>PP Lead and PP Champions to monitor the impact of Interventions</p> <p>SLT/SENCo/PP Champions/ English/ Maths Leaders to monitor lessons, planning &amp; data</p> <p>Teachers to monitor pupil progress, in particular PP drop off children against the level of engagement and appropriate scaffolding</p>	<p>Review from Hamwic advisors</p> <p>Federated reviews by SLT</p> <p>Termly reports to Executive Headteacher and Governing Body</p> <p>Half termly meetings between PP Lead and PP Champions with PP Governor</p> <p>PP Governor involved with PP Review and the development of the new strategy</p>
<p><b>WRITING</b></p> <p>To increase the proportion of pupils who gain a positive progress score</p>	<ul style="list-style-type: none"> <li>Gender gap</li> <li>Spelling acquisition</li> <li>Handwriting/ fine motor skills</li> <li>Gaps in learning</li> <li>Confidence</li> <li>Engagement at home</li> </ul>	<ul style="list-style-type: none"> <li>Quality First Teaching</li> <li>Y6 to set for English lessons</li> <li>‘Writing Journeys’ to be continued so children recognise the purpose for writing</li> <li>Skills Planning in place to focus on the application of spelling and the development of vocabulary</li> <li>Target Cards to continue to aid gap analysis</li> <li>Scaffolded activities – including SEND &amp; GD</li> <li>Additional teachers deployed to complete interventions, including ‘mop-up’ activities</li> <li>Team members deployed to run interventions: Precision Teaching, Words First, speech and language &amp; spelling and handwriting</li> <li>CGP Books used to support home learning</li> </ul>	<ul style="list-style-type: none"> <li>Planning and delivery of lessons focus on children’s starting points and urgency &amp; depth</li> <li>Teachers model key skills appropriately</li> <li>All PP children will attain desired outcomes at the end of KS2 based on their starting points: KS1 Y3 Y4 70.6% Y5 68.9% Y6 75.1% 2c+</li> <li>PP ‘drop off’ children are back in line with starting points</li> <li>High engagement of all PP children through active learning (VAK)</li> </ul>	<ul style="list-style-type: none"> <li>Spending review in place to identify which interventions have the most impact</li> <li>Development of Year Leader Action Plans to review data against teaching and learning</li> </ul>	<p>Teachers to monitor pupil progress, in particular PP drop off children against the level of engagement and appropriate scaffolding</p>	<p>Half termly meetings between PP Lead and PP Champions with PP Governor</p> <p>PP Governor involved with PP Review and the development of the new strategy</p>
<p><b>MATHS</b></p> <p>To increase the proportion of pupils who gain a positive progress score</p>	<ul style="list-style-type: none"> <li>Independence</li> <li>Gaps in learning</li> <li>Confidence</li> <li>Children not correcting errors</li> <li>Children not using workings out</li> <li>Application of skills</li> <li>Misinterpretation of questions</li> </ul>	<ul style="list-style-type: none"> <li>Quality First Teaching</li> <li>Continue use of the ‘loopy model’ for planning, ensuring focussed starting points and use of concrete resources</li> <li>Additional teachers utilised in order to complete interventions, including ‘mop-up’ activities</li> <li>Team members deployed to run interventions: arithmetic &amp; times tables recall</li> <li>CGP Books used to support home learning</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are confident with the assessment of Maths and are using it to inform planning</li> <li>Planning and delivery of lessons focus on children’s starting points and urgency &amp; depth</li> <li>Teachers model key skills appropriately</li> <li>All PP children will attain desired outcomes at the end of KS2 based on their starting points: KS1 Y3 Y4 79.4% Y5 82.8% Y6 93.8% 2c+</li> <li>PP ‘drop off’ children are back in line with starting points</li> <li>High engagement of all PP children through active learning (VAK)</li> </ul>	<ul style="list-style-type: none"> <li>Spending review in place to identify which interventions have the most impact</li> <li>Development of Year Leader Action Plans to review data against teaching and learning</li> </ul>	<p>Teachers to monitor pupil progress, in particular PP drop off children against the level of engagement and appropriate scaffolding</p>	<p>Half termly meetings between PP Lead and PP Champions with PP Governor</p> <p>PP Governor involved with PP Review and the development of the new strategy</p>

<b>TRANSITION</b>	<ul style="list-style-type: none"> <li>• Early opportunities to ensure important information is communicated to stakeholders and gaps are identified</li> </ul>	<ul style="list-style-type: none"> <li>• TSIS to join HPJ school team</li> <li>• CPD for teachers to fill in barriers to learning questionnaire with PP children.</li> <li>• Transition activities supported by pupil premium summary sheets, with provision and progress clearly identified</li> <li>• CPD planned early in summer term so year teams can liaise with next year's class teachers about the provision for PP children</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Federated Approach, including evaluation and rebranding of our Core Values</li> <li>• Ensure PP provision is set up as new year begins</li> <li>• Established transition activities between Y2 &amp; Y3 following a scheduled programme</li> </ul>	<ul style="list-style-type: none"> <li>• PP Lead/PP Champions to monitor completion of 'offers' sheets</li> <li>• JAKS meetings to review federated transition activities</li> </ul>	<p>Review from Hamwic advisors</p> <p>Federated reviews by SLT</p> <p>Termly reports to Executive Headteacher and Governing Body</p>
<b>PASTORAL SUPPORT</b>	<ul style="list-style-type: none"> <li>• Emotional well-being</li> <li>• Growth Mind Set</li> <li>• Attendance of extra-curricular clubs</li> <li>• Uniform</li> <li>• Lack of breakfast/snacks</li> <li>• Parental engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Individual 'Offer' sheets to identify which children require pastoral support</li> <li>• Continuation of key groups: Transition, Social Skills, Bereavement, Young Carers, Forces and Talk About groups</li> <li>• 'Pets for Therapy' to continue to work with targeted children and an additional session to be timetabled</li> <li>• Continuation of ELSA provision</li> <li>• Continuation of Breakfast Club to support targeted children</li> <li>• Parents to have access to a uniform bank</li> <li>• PP children to have access to the school tuck-shop and a HPJS water bottle</li> <li>• 'Well Being Day' set up in the summer term</li> <li>• Engagement with parents to address any concerns/questions</li> <li>• Introduction of Horticultural Therapy</li> <li>• Extra-curricular club audit and personal invite for selected children (barriers to learning)</li> </ul>	<ul style="list-style-type: none"> <li>• Provision Logs to continue to be used by every class teacher across the school: behaviour logs, PP Offer Charts and intervention Provision Maps to be included</li> <li>• Bespoke pastoral support will increase the % of Pupil Premium children achieving expected progress in RWM in relation to their starting points</li> <li>• Bespoke pastoral support will increase the % of Pupil Premium children achieving Greater Depth in RWM in relation to their starting points</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of PP intervention will be monitored to ensure it meets individual needs</li> <li>• PP 'offers' to be regularly reviewed and their impact measured against data and book analysis</li> <li>• Spending review in place to identify support has the most impact</li> </ul>	<p>PP Lead /SLT to monitor the impact of Interventions</p> <p>Pastoral Care Team to provide interventions</p> <p>Teachers and Pastoral team to review Pastoral Care registers</p> <p>Half termly meetings between PP Lead and PP Champions with PP Governor</p> <p>PP Governor involved with PP Review and the development of the new strategy</p>
<b>ATTENDANCE</b>	<ul style="list-style-type: none"> <li>• Home organisation</li> <li>• Parent liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Designated member of staff to track Pupil Premium pupils' attendance</li> <li>• Continue incentives for 100% attendance</li> <li>• Breakfast Club and Jet Set Club available</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will address the barriers pupils face through missed schooling</li> <li>• Attendance % will continue to increase and stay in line or exceed national figures</li> </ul>	<ul style="list-style-type: none"> <li>• Class registers monitored</li> <li>• Periodical attendance analysis</li> </ul>	<p>PP Lead/SLT</p> <p>Attendance Lead</p>
<b>PARENT ENGAGEMENT</b>	<ul style="list-style-type: none"> <li>• Home organisation</li> <li>• Parental engagement</li> <li>• Parent liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum overviews on school website</li> <li>• Newsletters regularly sent home to families</li> <li>• Parent Open Mornings termly</li> <li>• Parent partnership evening events termly</li> <li>• Grandparents Y3 event Autumn Term</li> <li>• Parent meetings available for curriculum areas e.g. E-Safety advice, Jigsaw Curriculum, Y6 standards</li> <li>• Termly Parent Evenings</li> <li>• Book look opportunities to continue to be scheduled</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage parent engagement in order to support children's learning</li> <li>• Encourage staff approachability</li> <li>• Parents given overviews of our curriculum and how to support them support their child</li> <li>• PP family's attendance at Parents' Evenings/information evenings will increase</li> <li>• All stakeholders to be clear about their non-negotiables when supporting Pupil Premium children e.g. following</li> </ul>	<ul style="list-style-type: none"> <li>• SLT/Year Leaders/ teachers to monitor attendance of parents/carers at key events</li> <li>• Develop approach for non-attendees</li> </ul>	<p>Parent questionnaires</p>
<b>SOCIAL INCLUSION</b>	<ul style="list-style-type: none"> <li>• Income</li> <li>• Parental engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Pupil Premium children with access to all trips, residential trips, breakfast and after school clubs, music lessons and school uniform</li> <li>• Uniform available to all PP families</li> <li>• 50% reduction of residential trip costs</li> <li>• Better use of local facilities: Hamworthy Park and visiting speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium families will access resources available</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor uptake of all available resources, particularly extra-curricular activities</li> </ul>	<p>PP Lead/SLT</p> <p>School Business Manager</p>